

ṣ̣'ō lō sọ́jâ láárô	Ṣe o lọ sɪ ọ́jâ nɪ arọ?	Did you go to the market [ɪn] the morning?
---------------------	----------------------------	--

B

ēn̄ mō lō	Ẹn, mo lọ.	Yes, I went.
-----------	------------	--------------

A

tà		sell
ṣ̣'ō tà	Ṣe o tà?	Did you sell?

B

béèṅī mō tà	Bẹnɪ, mo ta.	Yes, I did.
-------------	--------------	-------------

B. NOTES

1. Tone classes of verbs: low vs. mid.

Compare these forms:	mō lō	'I went'
	mō tà	'I sold'

The verb stem meaning 'sell' is tà. Notice that it has low tone in the position between mō (or any subject element) and the end of the sentence. In this same environment, lō 'go' has mid tone.

We will find that each verb stem has its own 'basic' tone, and that the 'basic' tone of any verb will be the one which is used in the environment between mō 'I' and the end of the sentence. Verb stems have their basic tones in some other environments also, but not in all. Grouping verb stems according to their 'basic' tones makes it easier to keep track of the tones that they have in other environments.

2. Alternation of low and falling tones, in sójà.

The form for 'market' is given above as òjà, but the contraction with sí has the tones sójà. In the latter word, the first syllable has the high tone of sí. The syllable ja has low tone in one instance but falling tone in the other. Quite frequently, but not always, syllables which have low tone in most environments will be found to have falling tone when they stand immediately after a syllable with high or rising tone.

Notice, in fact, that for words of two syllables, falling tone occurs only on the second syllable, in words that have high tone on the first syllable. Low level tone does not occur under those circumstances. Low and falling tones do however contrast with one another in some other environments.

C. Exercises.

Practice the following pairs of expressions so that when you hear the first you can respond immediately with the second.

1. Subject elements with a low verb.

- | | | | | | |
|----|-------|-------|----|--------|------------|
| a. | mō tà | ō tà | b. | ş'ō tà | bèñī mō tà |
| | ō tà | mō tà | | ş'ē tà | bèñī ā tà |
| | ē tà | ā tà | | | |
| | ā tà | ē tà | | | |

2. Assimilated vs. non-assimilated pronunciations.

- | | | | | | |
|----|--------|---------|----|---------|--------|
| a. | ş'ō tà | sé ō tà | b. | şé ō tà | ş'ō tà |
| | ş'ē tà | sé ē tà | | şé ē tà | ş'ē tà |

3. Mid verb vs. low verb.

a.	mō lō	mō tà	b.	mō tà	mō lō
	ō lō	ō tà		ō tà	ō lō
	ē lō	ē tà		ē tà	ē lō
	ā lō	ā tà		ā tà	ā lō

D. Supplementary material: Some greetings, and the words on which they are based.

òsǎn	'afternoon'
ìròlě	'early evening'
àárô	'morning'
ālẹ	'late evening'
ànǎ	'yesterday'
àbò	'return (noun)'

Practice the following sets of related expressions:

<u>isolated word</u>	<u>greeting</u>	<u>greeting plus ò</u>
òsǎn	ēká`'sǎn	ēká`sǎn ò
ìròlě	ēkú`'ròlě	ēkúròlě ò
àárô	ēkáà`'rô	ēkáàrô ò
ālẹ	ēká`'lẹ	ēká`lẹ ò
àbò	ēká`'bò	ēká`bò ò

The first four of the above greetings are for specific times of day. But Yoruba greetings are not limited by the clock; there

is an appropriate one for almost any occasion. The fifth, above, is used to a person when he returns from somewhere.

Here are two more, based on words which we have already met.

ilé	ẹ́kú'lé	ẹ́kú'lé ǝ
isẹ́	ẹ́kú'sẹ́	ẹ́kú'sẹ́ ǝ

Two expressions for leave-taking are based on the words àbò 'return' and ìgbà 'time':

àbò	ódābò	ódābò ǝ
ìgbà	ódìgbà	ódìgbà ǝ

UNIT 4

A. BASIC DIALOGUE: 'Excuse me. What is this?'

A

àgò ǝ'	Àgò.	Excuse me.
--------	------	------------

B

yà		turn aside
àgòlyà ǝ	Àgò yà o.	('You are excused.')

A

kínì		what?
èyì		this
kínìyì	Kínì èyì?	What is this?

B

àpòtí		box
-------	--	-----